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IDENTIFIERS Brainstorming

ABSTRACT

Based on the outcomes of a three-day brainstorming session undertaken by a panel of ten community college developmental education practitioners, this handbook outlines 113 professional competencies required of remedial instructors and provides a series of forms based upon these competencies which can be used for staff development, selection, and evaluation. A brief profile of the panel participants is presented first, followed by a description of the Developing a Curriculum (DACUM) brainstorming process which was used. The report then offers a working definition for "developmental educator," and a chart which organized the 113 specific competencies into eight categories: (1) manifest personal qualities; (2) application of interpersonal skills; (3) ability to structure and sequence skill competencies; (4) instructional planning skills; (5) instructional delivery (i.e., teaching); (6) assessment of student progress; (7) public relations; and (8) program administration. Finally, these competencies are used as the basis of eight forms designed for self-evaluation, peer evaluation, supervisor evaluation, instructor evaluation of supervisor, student evaluation of instructor, identification of staff development needs, departmental evaluation, and interviewing prospective instructors. A list of available staff development modules on six of the competency categories is included. (JP)

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COMPETENCIES FOR DEVELOPMENTAL EDUCATORS

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JC 810 338

COMPETENCIES FOR DEVELOPMENTAL EDUCATORS

Second Edition, April 1980

COMPETENCIES FOR DEVELOPMENTAL EDUCATORS

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Competencies for Developmental Educators

I. Purpose

The "Competencies for Developmental Educators", which were developed by a panel of practitioners teaching developmental studies and/or directing developmental studies programs, are the essential content of this paper. These competencies provide the framework for all other content described in this handbook from staff development planning to student evaluation to recruiting of developmental educators.

The staff of the Instructional ACCTion Center, at Tri-County Technical College, in Pendleton, S.C., organized the event which led to the formulation of the competencies so that ACCTion colleges would have a guideline for providing staff development planning and staff evaluation for instructors and directors of developmental studies programs. In addition, the Instructional ACCTion Center staff uses the competencies for planning workshops, locating consultants and exemplary sites, purchasing materials for the resource center, and for developing materials for developmental educators.

As you use the competency chart and the instruments developed from the chart, you are requested to share your findings and suggestions with IAC.

II. Competencies Developed by Practitioners

Developmental studies programs have been identified by ACCTion colleges as a major focus for improvement. This concern by ACCTion colleges moved the Instructional ACCTion Center in July, 1979, to convene a panel of ten practitioners in developmental education to participate in a three-day brainstorming process to determine competencies for developmental educators.

This brainstorming process, called DACUM, was facilitated by Tim Nolan, Director of Staff Development at Cincinnati Technical College. Those persons who spent a grueling three days struggling to develop the competencies were:

- Lew Atkinson Reading Department Head
Delaware Technical College;
- Alan Bieri Director of Learning Skills Center
Olney Central Community College
- Nancy Cartee Math Department Head in Developmental Studies Div.
Tri-County Technical College
- Winnie Cooke Director of Resources for Student Learning (Science)
Southeastern Community College
- Manuel Lorenzo Director of Developmental Studies (Counselor)
Caldwell Community College

- Joyce Maxey Guided Studies Lab Instructor (Math)
Haywood Technical Institute
- Beverly Simone Director of Developmental Studies (English)
Indiana Vocational Technical College
- Gary Steele English Instructor
Santa Fe Community College
- Margaret Thompson Director of Developmental Studies (Reading)
Williamsport Area Community College
- Carl Wahlstrom Coordinator of Developmental Studies (Counselor)
Genesee Community College

This panel was representative of the four major content areas included in developmental programs: reading, writing, math, and psychology. Their teaching experience in developmental studies ranged from three to ten years. All except one held a master's degree and several were pursuing doctorates. Their salaries ranged from \$13,000 a year to \$20,000. The differences in salary can be explained by the various levels of experience and administrative responsibility and the location of the college.

Most report working eight or more hours a day. Six of the team have published articles or books and six report being active or officers in professional organizations.

The panel ranged in age from 29 to 47; eight were married, and three had children. Their outside interests included reading, sports, church, photography, ballet, art, piano, camping, furniture refinishing, and many others.

The personality traits they listed as necessary for developmental educators were:

- caring for students
- ability to get along with a wide diversity of people
- sincerity
- optimism
- perseverance
- imagination
- dedication
- assertiveness
- self-confidence
- patience
- firmness
- risk-taking

III. What is the DACUM Process?

DACUM, Developing A Curriculum, is a modified brainstorming process, facilitated by an impartial third party. The DACUM process was selected as an approach because (1) it does not require prior preparation since it relies on the experience of the participants; and (2) it is uncomplicated, yet results in a "sum greater than its parts," including the exchange of ideas.

Conceived by the Canada Department of Regional Economic Expansion and the General Learning Corporation, DACUM was originally designed to plan educational programs for occupations. It has proved to be a low-cost, high-yield way of determining skill profiles for jobs by bringing together experienced people to identify job skills needed for intelligent curriculum planning. The process also has other applications.

DACUM is usually a three-day seminar, beginning with an orientation to the process and a broad description of the job for which competencies are to be stated and explained. During the next step, the experts identify broad categories, which are written on 8 1/2 x 11 inch white paper, and specify tasks under each broad category. The tasks are written on 5 x 8 inch cards. The paper and cards are taped to a wall where all participants can see them.

When all tasks have been recorded, participants review and refine the statements. They then sequence the categories and the tasks. They may also identify entry-level skills and add clarifying statements.

The coordinator for the process should possess group process skills and have no personal investment in the outcome. Observers may be invited, but should refrain from participating. Preferably, an observer should act as a recorder so that all participants may be actively involved in the brainstorming.

The Competencies for Developmental Educators were developed using this process. The facilitator, Tim Nolan, demonstrated expert group process skills, and was not himself a developmental educator. He was able to extract many views from the panel, and then help them to reach agreement and to feel satisfied about compromises.

The panel contributed long hours in the process of developing these competencies. When sitting was too painful, the panel stood facing the wall which displayed the items and categories they were creating.

The DACUM process made it possible for the panel to synthesize its thinking and experience in developmental education into the one-page competency chart described in the next section.

IV. Competencies for Developmental Educators

The first task in the DACUM process which the panel confronted was the definition of "developmental educator". The definition was revised at the conclusion of the development of the competency chart to read as follows:

Developmental Educator: The developmental educator facilitates the improvement of skills of underprepared students so that they may realize their own potential and reach their educational goals.

The panel then generated tasks which could be measured that were performed by the developmental educators. These tasks were organized into eight major categories, listed in order of importance:

- A. Manifest Personal Qualities
- B. Use Interpersonal Skills
- C. Structure and Sequence Skills Concepts of Subject Area
- D. Design the Instruction
- E. Deliver the Design
- F. Assess Student Progress
- G. Establish and Maintain Public Relations
- H. Administer the Program

Category H, Administer the Program, is an item which was added mainly for directors of programs, although instructors in developmental studies programs may also share some of these responsibilities.

Category A, Manifest Personal Qualities, includes many affective tasks which may be difficult to evaluate, but the panel overwhelmingly insisted that it was the most essential category for developmental educators.

The tasks in each category are ordered sequentially or by order of importance.

COMPETENCIES FOR A DEVELOPMENTAL EDUCATION INSTRUCTOR

The Instructional ACtion
Center
P.O. Box 587
Pendleton, SC 29670

DEVELOPMENTAL EDUCATOR: *The developmental educator facilitates the improvement of skills of underprepared students so that they may realize their own potential and reach their educational goals.*

General
Areas of
Competency



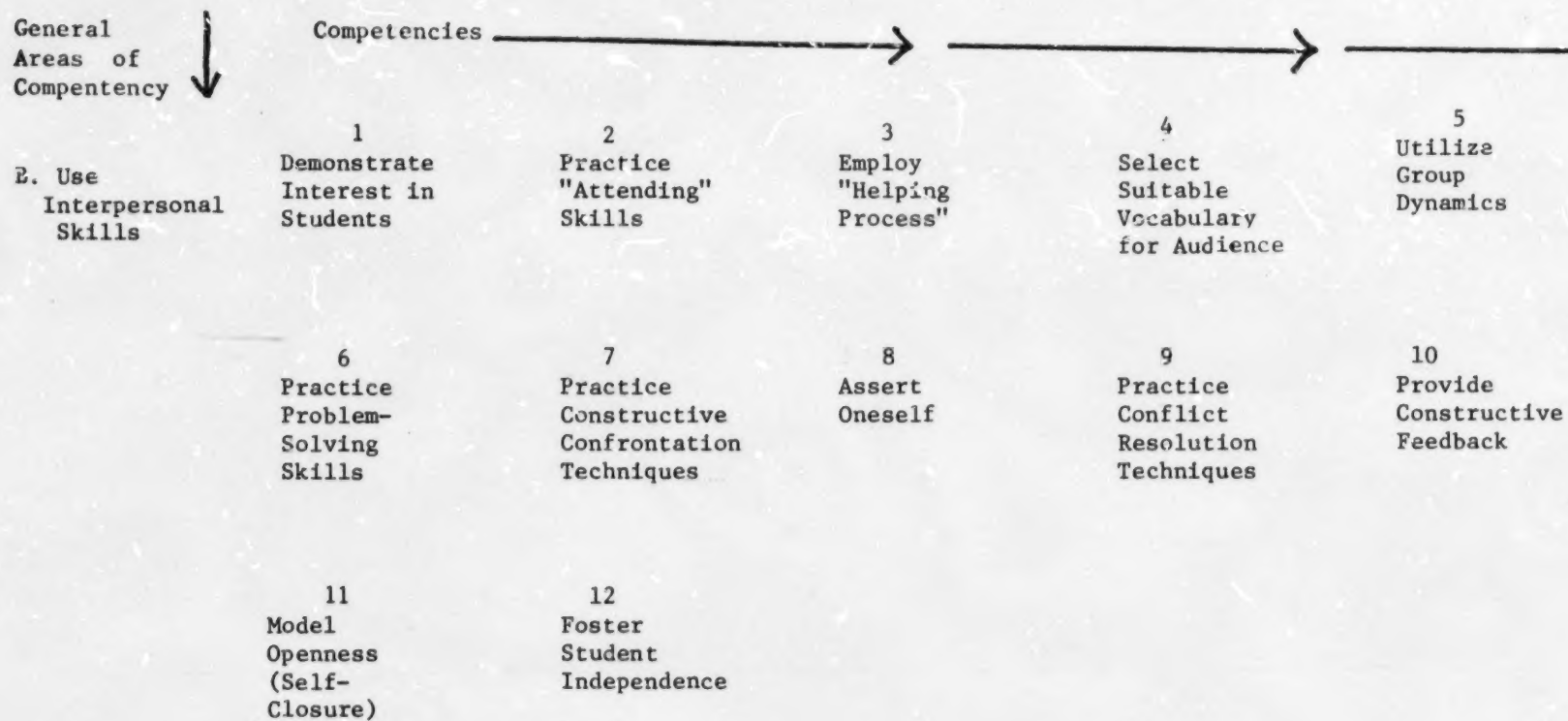
A. Manifest
Personal
Qualities

Competencies

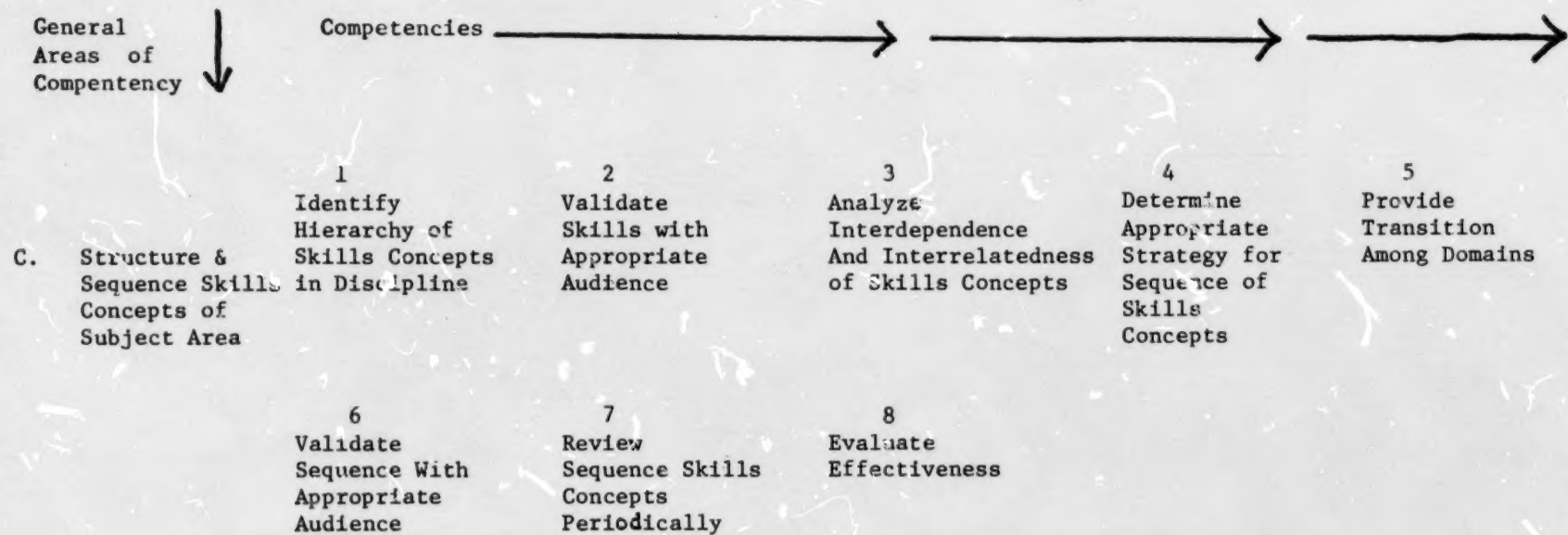


- | | | | | |
|---|--|---|--|--|
| 1
Demonstrate
Caring for
Underprepared
Student | 2
Value Different
Student
Backgrounds | 3
Empathize
Appropriately
With Students | 4
Choose to Work
With Develop-
mental Students | 5
Relate to
Student as a
Total Person |
| 6
Demonstrate
Positive
Outlook for
Student
Achievement | 7
Demonstrate
Internal Locus
of Control | 8
Demonstrate
Positive
Self-Concept | 9
Perform in
High Stress
Situations | 10
Set High Pro-
fessional and
Personal Goals |
| 11
Adapt to
Learning Styles
& Environment | 12
Experiment
With Teaching
Strategies | 13
Defend
Program | 14
Take Risks
for the Sake
of Student
Programs | |
| 16
Manage Many
Activities
Simultaneously | 17
Persist With
Students Through
Learning
Difficulties | 18
Demonstrate
Enthusiasm
for Learning
Process and
Content | 19
Work With
Teams of
Colleagues
Staff | 20
Share
Materials
Ideas
Resources |

COMPETENCIES FOR A DEVELOPMENTAL EDUCATION INSTRUCTOR (Con't.)



COMPETENCIES FOR A DEVELOPMENTAL EDUCATION INSTRUCTOR (Con't.)



COMPETENCIES FOR A DEVELOPMENTAL EDUCATION INSTRUCTOR (Con't.)

General
Areas of
Competency ↓

Competencies → → → →

D. Design
the
Instruction

1
Identify
Exit
Competencies

2
Identify
Pre-Requisite
Skills, if Any,
for each Course

3
Write
Course
Objectives

4
Develop
Tests for
Mastery of
Skills

5
Select
Teaching
Strategies

6
Choose
Effective &
Relevant
Materials

7
Develop
Instructional
Materials

8
Provide a
Variety of
Learning
Activities

9
Provide Same
Skills on
Varying
Reading Levels

10
Include Practice at
Each Level of Cognitive
Domain (Knowledge
through Evaluation)

11
Provide for
Skill
Transfer

12
Plan
Immediate
Feedback

13
Establish
Course
Policies &
Procedures

14
Arrange for
Flexible
Time Frame

15
Provide a
Class Management
System

16
Build in
Success and
Challenge

17
Integrate
Study-Survival
Skills into
Design

18
Build in
Systematic
Review

19
Provide for
Student Pretesting

COMPETENCIES FOR A DEVELOPMENTAL EDUCATION INSTRUCTOR (Con't.)

General
Areas of
Competency



Competencies



E. Deliver
the
Design

1
Individualize
Instruction
(Prescribe
to Meet
Student Needs)

2
Teach
Toward
Competencies

3
Explain
Comprehensive
Course Syllabus

4
Provide
Purpose for
Instructional
Units, Lessons

5
Create A
Proper
Physical
Environment

6
Create A
Non-Threatening
Learning
Environment

7
Facilitate
Experiential
Activities

8
Facilitate
Small-Group
Activities

9
Deliver
Organized
Lecture

10
Tutor
Students

11
Utilize
Service of
Learning Lab

12
Utilize
Tutors
and TA's

13
Utilize AV
Equipment
Efficiently

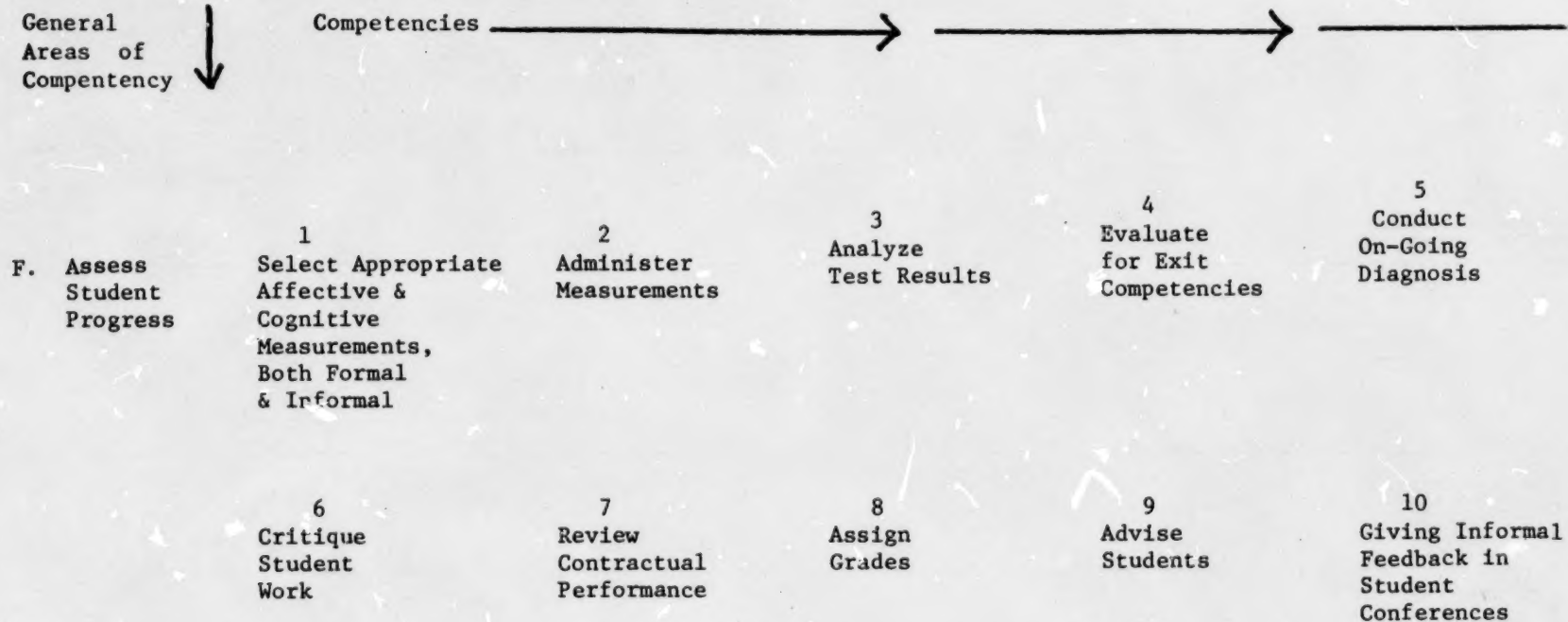
14
Teach (How To)
Study
Survival
Skills

15
Use Value
Clarification
Processes

16
Employ Pol-
icies and
Processes
to Foster
Student Self-
Responsibility

17
Over Teach
Skills

COMPETENCIES FOR A DEVELOPMENTAL EDUCATION INSTRUCTOR (Con't.)



11

COMPETENCIES FOR A DEVELOPMENTAL EDUCATION INSTRUCTOR (Con't.)

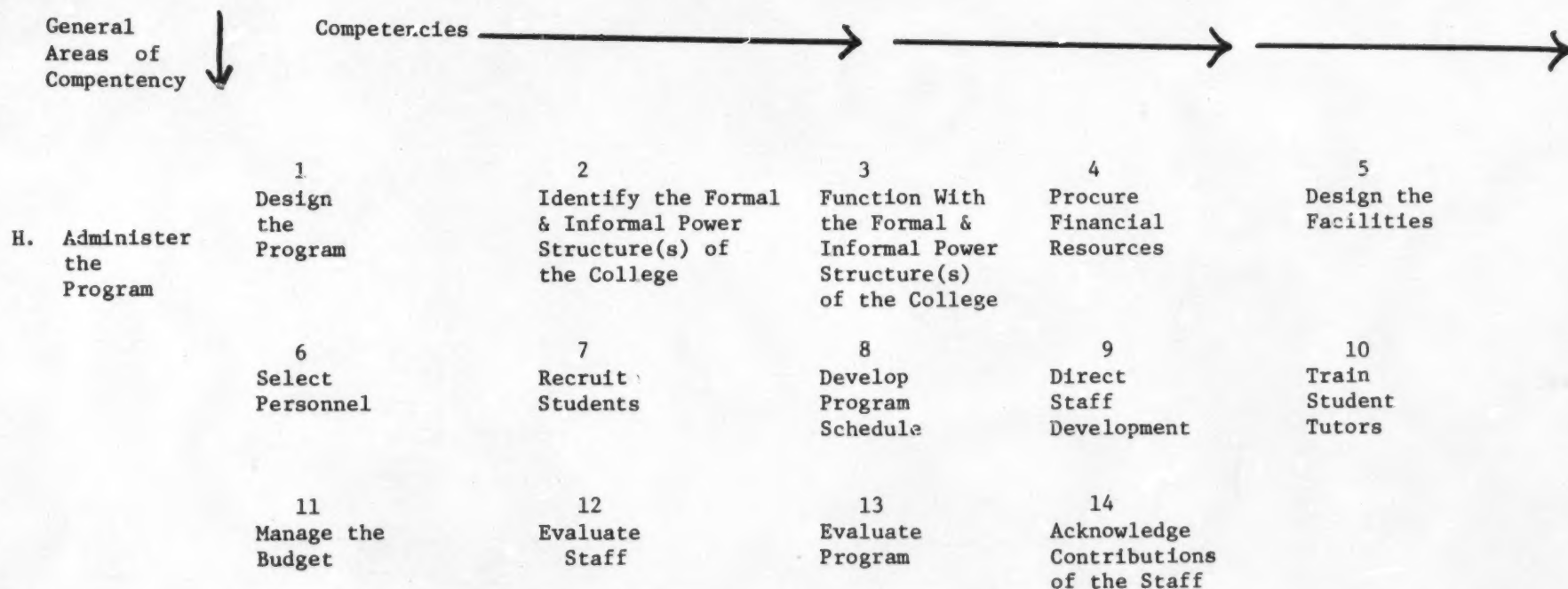
General Areas of Competency



G. Establish
& Maintain
Public
Relations

- | | | | | |
|---|---|---|--|---|
| 1
Follow Rules
of Protocol
of College
and Community | 2
Keep Informal
Lines of
Communication
Open | 3
Promote
Program
Informality | 4
Use Institutional
Resources | 5
Make
Presentations
to Faculty
& Community |
| 6
Publish
Accountability
Reports | 7
Project
Image
Appropriate
to Audience | 8
Maintain
Liaison with
Appropriate
Audiences | 9
Maintain
Advisory
Committee | 10
Solicit
Time on Radio,
TV |
| 11
Develop &
Publish
Brochures &
Newsletters | 12
Develop AV
Presentations | 13
Write Articles,
Promotional
Releases,
News, Etc. | | |

COMPETENCIES FOR A DEVELOPMENTAL EDUCATION INSTRUCTOR (Con't.)



V. How Can These Competencies Be Used?

This chart may be used in various ways for staff development planning and staff evaluation. In addition, the chart can assist in the recruiting and selection of candidates.

The following uses as described in the remainder of this handbook are:

- A. Self-Evaluation
- B. Peer-Evaluation
- C. Supervisor Evaluation of Instructor
- D. Instructor Evaluation of Supervisor
- E. Student Evaluations
- F. Staff-Development-Planning
 - 1. Individual
 - 2. Department or Division
- G. Team Building
- H. Interview Questionnaire
- I. Module Development
- J. Program Evaluation

A. Self-Evaluation

The first application of the competency chart is to use it for a self-evaluation instrument. Category H, Administer the Program, would be included only for program directors or those with administrative responsibilities for the program. See green forms.

B. Peer-Evaluation

This same instrument can be used for peer evaluation, with the exception of category H. See pink forms.

C. Supervisor Evaluation

This same instrument can be used for evaluation by supervisors, with the exception of category H. See blue forms.

D. Instructor Evaluation of Supervisor

This form, with the inclusion of Category H, can now be used by instructors to evaluate supervisors who also teach in the program. See yellow forms.

E. Student Evaluation

The chart is not as easily converted to a student evaluation, but the tasks do suggest items which students could evaluate. See white forms.

F. Staff Development Planning

Instructors can use their self-evaluations and other evaluations to devise a self-development plan. From this information an instructor should select no more than five tasks to work on for the college year. This form can be used by instructors, supervisors, and aides.

Once the tasks are identified, the instructor will need to identify specific activities which will occur to improve the level of competency in the identified task. Activities could include such things as attendance at a workshop, work with a colleague or consultant, use of videotape to give feedback to the instructor, readings in professional literature, etc. See gold forms entitled "Self-Development Plan."

Departmental Plans can be made by reviewing individual plans. If there are some common tasks in the individual plans, it may be wise for the department as a whole to organize activities for improving the competency level. The department probably should not focus on more than three tasks in a college year.

G. Team Building

A department or team can view the competencies as the sum of all their individual strengths. While each individual may possess each competency to some degree, each individual will also have particular strengths.

These individual strengths of the department or team members could be identified and colored in on the chart. The department then could pinpoint areas that needed to be strengthened or they may know which strengths are needed in new or part-time personnel.

H. Interview Questionnaire

The competency chart can be given to prospective instructor or it can be adapted into questions for the supervisor to use during an interview. For some sample questions, see "Interview Questionnaire."

I. Module Development

There are many modules already available and some of these may be appropriate for the tasks on the competency chart. The modules which AOCTion has in its resource center that would fit the tasks are noted in the "List of Available Modules": In the future, IAC will try to get modules or create modules for more of the tasks in the competency chart.

Modules have not yet been tested for their appropriateness for developmental educators.

I. Program Evaluation

The next venture of IAC will be to adapt this chart into a program evaluation system.

COMPETENCIES FOR
DEVELOPMENTAL EDUCATION INSTRUCTORS
SELF-EVALUATION

Name _____

	Very Low	Low	Medium	High	Very High
A. MANIFEST PERSONAL QUALITIES					
1. Demonstrate caring for under-prepared student	1	2	3	4	5
2. Value different student backgrounds	1	2	3	4	5
3. Empathize appropriately with students	1	2	3	4	5
4. Choose to work with developmental students	1	2	3	4	5
5. Relate to student as a total person	1	2	3	4	5
6. Demonstrate positive outlook for student achievement	1	2	3	4	5
7. Demonstrate internal locus of control	1	2	3	4	5
8. Demonstrate positive self-concept	1	2	3	4	5
9. Perform in high stress situations	1	2	3	4	5
10. Set high professional/personal goals	1	2	3	4	5
11. Adapt to learning styles and environments	1	2	3	4	5
12. Experiment with teaching strategies	1	2	3	4	5
13. Defend program	1	2	3	4	5
14. Take risks for the sake of students/programs	1	2	3	4	5
15. Work beyond job requirements	1	2	3	4	5
16. Manage many activities simultaneously	1	2	3	4	5
17. Persist with students through learning difficulties	1	2	3	4	5
18. Demonstrate enthusiasm for learning process and content	1	2	3	4	5
19. Work with teams of colleagues/staff	1	2	3	4	5
20. Share materials/ideas/resources	1	2	3	4	5
B. USE INTERPERSONAL SKILLS					
1. Demonstrate interest in students					
2. Practice "attending" behavior	1	2	3	4	5
3. Employ helping process	1	2	3	4	5
4. Select suitable vocabulary for audience	1	2	3	4	5
5. Utilize group dynamics	1	2	3	4	5
6. Practice problem-solving skills	1	2	3	4	5
7. Practice constructive confrontation techniques	1	2	3	4	5
8. Assert oneself	1	2	3	4	5
9. Practice conflict-resolution techniques	1	2	3	4	5

	Very Low	Low	Medium	High	Very High
B. (continued)					
10. Provide constructive feedback	1	2	3	4	5
11. Model openness (Self-disclosure)	1	2	3	4	5
12. Foster student independence	1	2	3	4	5
C. STRUCTURE AND SEQUENCE SKILLS/ CONCEPTS OF SUBJECT AREA					
1. Identify hierarchy of skills/ concepts in discipline	1	2	3	4	5
2. Validate skills with appropriate audiences	1	2	3	4	5
3. Analyze interdependence and inter- relatedness	1	2	3	4	5
4. Determine appropriate strategy for sequence of skills/concepts	1	2	3	4	5
5. Provide transition among domains	1	2	3	4	5
6. Validate sequence with appropriate audience	1	2	3	4	5
7. Review sequence/skills/concepts periodically	1	2	3	4	5
8. Evaluate effectiveness	1	2	3	4	5
D. DESIGN THE INSTRUCTION	1	2	3	4	5
1. Identify exit competencies					
2. Identify pre-requisite skills, if any, for each course	1	2	3	4	5
3. Write course objectives	1	2	3	4	5
4. Develop tests for mastery of skills	1	2	3	4	5
5. Select teaching strategies	1	2	3	4	5
6. Choose effective & relevant materials	1	2	3	4	5
7. Provide a variety of learning activities	1	2	3	4	5
8. Provide same skill on varying reading levels	1	2	3	4	5
9. Include practice at each level of cognitive domain	1	2	3	4	5
10. Provide for skill transfer	1	2	3	4	5
11. Plan immediate feedback	1	2	3	4	5
12. Establish course policies & procedures	1	2	3	4	5
13. Arrange for flexible time frame	1	2	3	4	5
14. Provide a class management system	1	2	3	4	5
15. Build in success and challenge	1	2	3	4	5
16. Integrate study/survival skills into design	1	2	3	4	5
17. Build in systematic review	1	2	3	4	5
18. Provide for student retesting	1	2	3	4	5

	Very High	Low	Medium	High	Very High
E. DELIVER THE DESIGN					
1. Individualize instruction (prescribe to meet student needs)	1	2	3	4	5
2. Teach toward competencies	1	2	3	4	5
3. Explain comprehensive course syllabus	1	2	3	4	5
4. Provide purpose for instructional units/lessons	1	2	3	4	5
5. Create a proper physical environment	1	2	3	4	5
6. Create a non-threatening learning environment	1	2	3	4	5
7. Facilitate experiential activities	1	2	3	4	5
8. Facilitate small group activities	1	2	3	4	5
9. Deliver organized lecture	1	2	3	4	5
10. Tutor students	1	2	3	4	5
11. Utilize service of learning lab	1	2	3	4	5
12. Utilize tutors and T.A.'s	1	2	3	4	5
13. Utilize AV equipment efficiently	1	2	3	4	5
14. Teach (how to) study/survival skills	1	2	3	4	5
15. Use value clarification processes	1	2	3	4	5
16. Employ policies and processes to foster student self responsibility	1	2	3	4	5
17. Over-teach skills	1	2	3	4	5
F. ASSESS STUDENT PROGRESS	1	2	3	4	5
1. Select appropriate affective and cognitive measurements, both formal and informal					
2. Administer measurements	1	2	3	4	5
3. Analyze test results	1	2	3	4	5
4. Evaluate for exit competencies	1	2	3	4	5
5. Conduct on-going diagnosis	1	2	3	4	5
6. Critique student work	1	2	3	4	5
7. Review contractual performance	1	2	3	4	5
8. Assign grades	1	2	3	4	5
9. Advise students	1	2	3	4	5
10. Giving informal feedback in student conferences	1	2	3	4	5
G. ESTABLISH AND MAINTAIN PUBLIC RELATIONS	1	2	3	4	5
1. Follow rules of protocol of college and community					
2. Keep informal lines of communication open	1	2	3	4	5
3. Promote program informally	1	2	3	4	5
4. Use institutional resources	1	2	3	4	5
5. Make presentations to faculty and community	1	2	3	4	5

	Very Low	Low	Medium	High	Very High
G. (continued)	1	2	3	4	5
6. Publish accountability reports	1	2	3	4	5
7. Project image appropriate to audience	1	2	3	4	5
8. Maintain liaison with appropriate audiences	1	2	3	4	5
9. Maintain advisory committee	1	2	3	4	5
10. Solicit time on radio/TV	1	2	3	4	5
11. Develop and publish brochures/newsletters	1	2	3	4	5
12. Develop AV presentations	1	2	3	4	5
13. Write articles, promotional releases, news, etc.	1	2	3	4	5
H. ADMINISTER THE PROGRAM (for Program Directors)					
1. Design the program	1	2	3	4	5
2. Identify the formal and informal power structure(s) of the college	1	2	3	4	5
3. Function with the formal and informal power structure(s) of the college	1	2	3	4	5
4. Procure financial resources	1	2	3	4	5
5. Design the facilities	1	2	3	4	5
6. Select personnel	1	2	3	4	5
7. Recruit students	1	2	3	4	5
8. Develop program schedule	1	2	3	4	5
9. Direct staff development	1	2	3	4	5
10. Train students tutors	1	2	3	4	5
11. Manage the budget	1	2	3	4	5
12. Evaluate staff	1	2	3	4	5
13. Evaluate program	1	2	3	4	5
14. Acknowledge contributions of the staff	1	2	3	4	5

Developed by:

The Instructional ACCTion Center
 Tri-County Technical College
 P O Box 587
 Pendleton, SC 29670

COMPETENCIES FOR
DEVELOPMENTAL EDUCATION INSTRUCTORS
PEER-EVALUATION

Name _____

Peer Evaluator _____

	Very Low	Low	Medium	High	Very High
A. MANIFEST PERSONAL QUALITIES					
1. Demonstrate caring for under-prepared student	1	2	3	4	5
2. Value different student backgrounds	1	2	3	4	5
3. Empathize appropriately with students	1	2	3	4	5
4. Choose to work with developmental students	1	2	3	4	5
5. Relate to student as a total person	1	2	3	4	5
6. Demonstrate positive outlook for student achievement	1	2	3	4	5
7. Demonstrate internal locus of control	1	2	3	4	5
8. Demonstrate positive self-concept	1	2	3	4	5
9. Perform in high stress situations	1	2	3	4	5
10. Set high professional/personal goals	1	2	3	4	5
11. Adapt to learning styles and environments	1	2	3	4	5
12. Experiment with teaching strategies	1	2	3	4	5
13. Defend program	1	2	3	4	5
14. Take risks for the sake of students/programs	1	2	3	4	5
15. Work beyond job requirements	1	2	3	4	5
16. Manage many activities simultaneously	1	2	3	4	5
17. Persist with students through learning difficulties	1	2	3	4	5
18. Demonstrate enthusiasm for learning process and content	1	2	3	4	5
19. Work with teams of colleagues/staff	1	2	3	4	5
20. Share materials/ideas/resources	1	2	3	4	5
B. USE INTERPERSONAL SKILLS					
1. Demonstrate interest in students	1	2	3	4	5
2. Practice "attending" behavior	1	2	3	4	5
3. Employ helping process	1	2	3	4	5
4. Select suitable vocabulary for audience	1	2	3	4	5
5. Utilize group dynamics	1	2	3	4	5
6. Practice problem-solving skills	1	2	3	4	5
7. Practice constructive confrontation techniques	1	2	3	4	5
8. Assert oneself	1	2	3	4	5
9. Practice conflict-resolution techniques	1	2	3	4	5

	Very Low	Low	Medium	High	Very High
B. (continued)					
10. Provide constructive feedback	1	2	3	4	5
11. Model openness (self-disclosure)	1	2	3	4	5
12. Foster student independence	1	2	3	4	5
C. STRUCTURE AND SEQUENCE SKILLS/ CONCEPTS OF SUBJECT AREA	1	2	3	4	5
1. Identify hierarchy of skills/ concepts in discipline					
2. Validate skills with appropriate audiences	1	2	3	4	5
3. Analyze interdependence and inter- relatedness	1	2	3	4	5
4. Determine appropriate strategy for sequence of skills/concepts	1	2	3	4	5
5. Provide transition among domains	1	2	3	4	5
6. Validate sequence with appropriate audience	1	2	3	4	5
7. Review sequence/skills/concepts periodically	1	2	3	4	5
8. Evaluate effectiveness	1	2	3	4	5
D. DESIGN THE INSTRUCTION	1	2	3	4	5
1. Identify exit competencies					
2. Identify pre-requisite skills, if any, for each course	1	2	3	4	5
3. Write course objectives	1	2	3	4	5
4. Develop tests for mastery of skills	1	2	3	4	5
5. Select teaching strategies	1	2	3	4	5
6. Choose effective & relevant materials	1	2	3	4	5
7. Provide a variety of learning activities	1	2	3	4	5
8. Provide same skill on varying reading levels	1	2	3	4	5
9. Include practice at each level of cognitive domain	1	2	3	4	5
10. Provide for skill transfer	1	2	3	4	5
11. Plan immediate feedback	1	2	3	4	5
12. Establish course policies & procedures	1	2	3	4	5
13. Arrange for flexible timeframe	1	2	3	4	5
14. Provide a class management system	1	2	3	4	5
15. Build in success and challenge	1	2	3	4	5
16. Integrate study/survival skills into design	1	2	3	4	5
17. Build in systematic review	1	2	3	4	5
18. Provide for student retesting	1	2	3	4	5

	Very High	Low	Medium	High	Very High
E. DELIVER THE DESIGN					
1. Individualize instruction (prescribe to meet student needs)	1	2	3	4	5
2. Teach toward competencies	1	2	3	4	5
3. Explain comprehensive course syllabus	1	2	3	4	5
4. Provide purpose for instructional units/lessons	1	2	3	4	5
5. Create a proper physical environment	1	2	3	4	5
6. Create a non-threatening learning environment	1	2	3	4	5
7. Facilitate experiential activities	1	2	3	4	5
8. Facilitate small group activities	1	2	3	4	5
9. Deliver organized lecture	1	2	3	4	5
10. Tutor students	1	2	3	4	5
11. Utilize service of learning lab	1	2	3	4	5
12. Utilize tutors and T.A.'s	1	2	3	4	5
13. Utilize AV equipment efficiently	1	2	3	4	5
14. Teach (how to) study/survival skills	1	2	3	4	5
15. Use value clarification processes	1	2	3	4	5
16. Employ policies and processes to foster student self responsibility	1	2	3	4	5
17. Over-teach skills	1	2	3	4	5
F. ASSESS STUDENT PROGRESS					
1. Select appropriate affective and cognitive measurements, both formal and informal	1	2	3	4	5
2. Administer measurements	1	2	3	4	5
3. Analyze test results	1	2	3	4	5
4. Evaluate for exit competencies	1	2	3	4	5
5. Conduct on-going diagnosis	1	2	3	4	5
6. Critique student work	1	2	3	4	5
7. Review contractual performance	1	2	3	4	5
8. Assign grades	1	2	3	4	5
9. Advise students	1	2	3	4	5
10. Giving informal feedback in student conferences	1	2	3	4	5
G. ESTABLISH AND MAINTAIN PUBLIC RELATIONS					
1. Follow rules of protocol of college and community	1	2	3	4	5
2. Keep informal lines of communication open	1	2	3	4	5
3. Promote program informally	1	2	3	4	5
4. Use institutional resources	1	2	3	4	5
5. Make presentations to faculty and community	1	2	3	4	5

G. (continued)

	Very Low	Low	Med- ium	High	Very High
6. Publish accountability reports	1	2	3	4	5
7. Project image appropriate to audience	1	2	3	4	5
8. Maintain liaison with appropriate audiences	1	2	3	4	5
9. Maintain advisory committee	1	2	3	4	5
10. Solicit time on radio/TV	1	2	3	4	5
11. Develop and publish brochures/newsletters	1	2	3	4	5
12. Develop AV presentations	1	2	3	4	5
13. Write articles, promotional releases, news, etc.	1	2	3	4	5

Developed by:

The Instructional Action Center
 Tri-County Technical College
 P O Box 587
 Pendleton, SC 29670

COMPETENCIES FOR
DEVELOPMENTAL EDUCATION INSTRUCTORS
SUPERVISOR EVALUATION

Name _____

Supervisor _____

	Very Low	Low	Medium	High	Very High
A. MANIFEST PERSONAL QUALITIES					
1. Demonstrate caring for under-prepared student	1	2	3	4	5
2. Value different student backgrounds	1	2	3	4	5
3. Empathize appropriately with students	1	2	3	4	5
4. Choose to work with developmental students	1	2	3	4	5
5. Relate to student as a total person	1	2	3	4	5
6. Demonstrate positive outlook for student achievement	1	2	3	4	5
7. Demonstrate internal locus of control	1	2	3	4	5
8. Demonstrate positive self-concept	1	2	3	4	5
9. Perform in high stress situations	1	2	3	4	5
10. Set high professional/personal goals	1	2	3	4	5
11. Adapt to learning styles and environments	1	2	3	4	5
12. Experiment with teaching strategies	1	2	3	4	5
13. Defend program	1	2	3	4	5
14. Take risks for the sake of students/programs	1	2	3	4	5
15. Work beyond job requirements	1	2	3	4	5
16. Manage many activities simultaneously	1	2	3	4	5
17. Persist with students through learning difficulties	1	2	3	4	5
18. Demonstrate enthusiasm for learning process and content	1	2	3	4	5
19. Work with teams of colleagues/staff	1	2	3	4	5
20. Share materials/ideas/resources	1	2	3	4	5
B. USE INTERPERSONAL SKILLS					
1. Demonstrate interest in students	1	2	3	4	5
2. Practice "attending" behavior	1	2	3	4	5
3. Employ helping process	1	2	3	4	5
4. Select suitable vocabulary for audience	1	2	3	4	5
5. Utilize group dynamics	1	2	3	4	5
6. Practice problem-solving skills	1	2	3	4	5
7. Practice constructive confrontation techniques	1	2	3	4	5
8. Assert oneself	1	2	3	4	5
9. Practice conflict-resolution techniques	1	2	3	4	5

	Very Low	Low	Medium	High	Very High
B. (continued)					
10. Provide constructive feedback	1	2	3	4	5
11. Model openness (self-disclosure)	1	2	3	4	5
12. Foster student independence	1	2	3	4	5
C. STRUCTURE AND SEQUENCE SKILLS/ CONCEPTS OF SUBJECT AREA					
1. Identify hierarchy of skills/ concepts in discipline	1	2	3	4	5
2. Validate skills with appropriate audiences	1	2	3	4	5
3. Analyze interdependence and inter- relatedness	1	2	3	4	5
4. Determine appropriate strategy for sequence of skills/concepts	1	2	3	4	5
5. Provide transition among domains	1	2	3	4	5
6. Validate sequence with appropriate audience	1	2	3	4	5
7. Review sequence/skills/concepts periodically	1	2	3	4	5
8. Evaluate effectiveness	1	2	3	4	5
D. DESIGN THE INSTRUCTION					
1. Identify exit competencies	1	2	3	4	5
2. Identify pre-requisite skills, if any, for each course	1	2	3	4	5
3. Write course objectives	1	2	3	4	5
4. Develop tests for mastery of skills	1	2	3	4	5
5. Select teaching strategies	1	2	3	4	5
6. Choose effective & relevant materials	1	2	3	4	5
7. Provide a variety of learning activities	1	2	3	4	5
8. Provide same skill on varying reading levels	1	2	3	4	5
9. Include practice at each level of cognitive domain	1	2	3	4	5
10. Provide for skill transfer	1	2	3	4	5
11. Plan immediate feedback	1	2	3	4	5
12. Establish course policies & procedures	1	2	3	4	5
13. Arrange for flexible timeframe	1	2	3	4	5
14. Provide a class management system	1	2	3	4	5
15. Build in success and challenge	1	2	3	4	5
16. Integrate study/survival skills into design	1	2	3	4	5
17. Build in systematic review	1	2	3	4	5
18. Provide for student retesting	1	2	3	4	5

	Very Low	Low	Medium	High	Very High
E. DELIVER THE DESIGN					
1. Individualize instruction (prescribe to meet student needs)	1	2	3	4	5
2. Teach toward competencies	1	2	3	4	5
3. Explain comprehensive course syllabus	1	2	3	4	5
4. Provide purpose for instructional units/lessons	1	2	3	4	5
5. Create a proper physical environment	1	2	3	4	5
6. Create a non-threatening learning environment	1	2	3	4	5
7. Facilitate experiential activities					
8. Facilitate small group activities	1	2	3	4	5
9. Deliver organized lecture	1	2	3	4	5
10. Tutor students	1	2	3	4	5
11. Utilize service of learning lab	1	2	3	4	5
12. Utilize tutors and T.A.'s	1	2	3	4	5
13. Utilize AV equipment efficiently	1	2	3	4	5
14. Teach (how to) study/survival skills	1	2	3	4	5
15. Use value clarification processes	1	2	3	4	5
16. Employ policies and processes to foster student self responsibility	1	2	3	4	5
17. Over-teach skills	1	2	3	4	5
F. ASSESS STUDENT PROGRESS					
1. Select appropriate affective and cognitive measurements, both formal and informal	1	2	3	4	5
2. Administer measurements	1	2	3	4	5
3. Analyze test results	1	2	3	4	5
4. Evaluate for exit competencies	1	2	3	4	5
5. Conduct on-going diagnosis	1	2	3	4	5
6. Critique student work	1	2	3	4	5
7. Review contractual performance	1	2	3	4	5
8. Assign grades	1	2	3	4	5
9. Advise students	1	2	3	4	5
10. Giving informal feedback in student conferences	1	2	3	4	5
G. ESTABLISH AND MAINTAIN PUBLIC RELATIONS					
1. Follow rules of protocol of college and community	1	2	3	4	5
2. Keep informal lines of communication open	1	2	3	4	5
3. Promote program informally	1	2	3	4	5
4. Use institutional resources	1	2	3	4	5
5. Make presentations to faculty and community	1	2	3	4	5

G. (continued)

	Very Low	Low	Medium	High	Very High
6. Publish accountability reports	1	2	3	4	5
7. Project image appropriate to audience	1	2	3	4	5
8. Maintain liaison with appropriate audiences	1	2	3	4	5
9. Maintain advisory committee	1	2	3	4	5
10. Solicit time on radio/TV	1	2	3	4	5
11. Develop and publish brochures/newsletters	1	2	3	4	5
12. Develop AV presentations	1	2	3	4	5
13. Write articles, promotional releases, news, etc.	1	2	3	4	5

Developed by:

The Instructional Action Center
 Tri-County Technical College
 P O Box 587
 Pendleton, SC 29670

COMPETENCIES FOR
DEVELOPMENTAL EDUCATION INSTRUCTORS
INSTRUCTOR EVALUATION OF SUPERVISOR

Supervisor _____

Instructor _____

	Very Low	Low	Medium	High	Very High
A. MANIFEST PERSONAL QUALITIES					
1. Demonstrate caring for under-prepared student	1	2	3	4	5
2. Value different student backgrounds	1	2	3	4	5
3. Empathize appropriately with students	1	2	3	4	5
4. Choose to work with developmental students	1	2	3	4	5
5. Relate to student as a total person	1	2	3	4	5
6. Demonstrate positive outlook for student achievement	1	2	3	4	5
7. Demonstrate internal locus of control	1	2	3	4	5
8. Demonstrate positive self-concept	1	2	3	4	5
9. Perform in high stress situations	1	2	3	4	5
10. Set high professional/personal goals	1	2	3	4	5
11. Adapt to learning styles and environments	1	2	3	4	5
12. Experiment with teaching strategies	1	2	3	4	5
13. Defend program	1	2	3	4	5
14. Take risks for the sake of students/programs	1	2	3	4	5
15. Work beyond job requirements	1	2	3	4	5
16. Manage many activities simultaneously	1	2	3	4	5
17. Persist with students through learning difficulties	1	2	3	4	5
18. Demonstrate enthusiasm for learning process and content	1	2	3	4	5
19. Work with teams of colleagues/staff	1	2	3	4	5
20. Share materials/ideas/resources	1	2	3	4	5
B. USE INTERPERSONAL SKILLS					
1. Demonstrate interest in students	1	2	3	4	5
2. Practice "attending" behavior	1	2	3	4	5
3. Employ helping process	1	2	3	4	5
4. Select suitable vocabulary for audience	1	2	3	4	5
5. Utilize group dynamics	1	2	3	4	5
6. Practice problem-solving skills	1	2	3	4	5
7. Practice constructive confrontation techniques	1	2	3	4	5
8. Assert oneself	1	2	3	4	5
9. Practice conflict-resolution techniques	1	2	3	4	5

	Very Low	Low	Medium	High	Very High
B. (continued)					
10. Provide constructive feedback	1	2	3	4	5
11. Model openness (self-disclosure)	1	2	3	4	5
12. Foster student independence	1	2	3	4	5
C. STRUCTURE AND SEQUENCE SKILLS/ CONCEPTS OF SUBJECT AREA	1	2	3	4	5
1. Identify hierarchy of skills/ concepts in discipline					
2. Validate skills with appropriate audiences	1	2	3	4	5
3. Analyze interdependence and inter- relatedness	1	2	3	4	5
4. Determine appropriate strategy for sequence of skills/concepts	1	2	3	4	5
5. Provide transition among domains	1	2	3	4	5
6. Validate sequence with appropriate audience	1	2	3	4	5
7. Review sequence/skills/concepts periodically	1	2	3	4	5
8. Evaluate effectiveness	1	2	3	4	5
D. DESIGN THE INSTRUCTION					
1. Identify exit competencies	1	2	3	4	5
2. Identify pre-requisite skills, if any, for each course	1	2	3	4	5
3. Write course objectives	1	2	3	4	5
4. Develop tests for mastery of skills	1	2	3	4	5
5. Select teaching strategies	1	2	3	4	5
6. Choose effective & relevant materials	1	2	3	4	5
7. Provide a variety of learning activities	1	2	3	4	5
8. Provide same skill on varying reading levels	1	2	3	4	5
9. Include practice at each level of cognitive domain	1	2	3	4	5
10. Provide for skill transfer	1	2	3	4	5
11. Plan immediate feedback	1	2	3	4	5
12. Establish course policies & procedures	1	2	3	4	5
13. Arrange for flexible timeframe	1	2	3	4	5
14. Provide a class management system	1	2	3	4	5
15. Build in success and challenge	1	2	3	4	5
16. Integrate study/survival skills into design	1	2	3	4	5
17. Build in systematic review	1	2	3	4	5
18. Provide for student retesting	1	2	3	4	5

	Very High	Low	Medium	High	Very High
E. DELIVER THE DESIGN					
1. Individualize instruction (prescribe to meet student needs)	1	2	3	4	5
2. Teach toward competencies	1	2	3	4	5
3. Explain comprehensive course syllabus	1	2	3	4	5
4. Provide purpose for instructional units/lessons	1	2	3	4	5
5. Create a proper physical environment	1	2	3	4	5
6. Create a non-threatening learning environment	1	2	3	4	5
7. Facilitate experiential activities	1	2	3	4	5
8. Facilitate small group activities	1	2	3	4	5
9. Deliver organized lecture	1	2	3	4	5
10. Tutor students	1	2	3	4	5
11. Utilize service of learning lab	1	2	3	4	5
12. Utilize tutors and T.A.'s	1	2	3	4	5
13. Utilize AV equipment efficiently	1	2	3	4	5
14. Teach (how to) study/survival skills	1	2	3	4	5
15. Use value clarification processes	1	2	3	4	5
16. Employ policies and processes to foster student self responsibility	1	2	3	4	5
17. Over-teach skills	1	2	3	4	5
F. ASSESS STUDENT PROGRESS					
1. Select appropriate affective and cognitive measurements, both formal and informal	1	2	3	4	5
2. Administer measurements	1	2	3	4	5
3. Analyze test results	1	2	3	4	5
4. Evaluate for exit competencies	1	2	3	4	5
5. Conduct on-going diagnosis	1	2	3	4	5
6. Critique student work	1	2	3	4	5
7. Review contractual performance	1	2	3	4	5
8. Assign grades	1	2	3	4	5
9. Advise students	1	2	3	4	5
10. Giving informal feedback in student conferences	1	2	3	4	5
G. ESTABLISH AND MAINTAIN PUBLIC RELATIONS					
1. Follow rules of protocol of college and community	1	2	3	4	5
2. Keep informal lines of communication open	1	2	3	4	5
3. Promote program informally	1	2	3	4	5
4. Use institutional resources	1	2	3	4	5
5. Make presentations to faculty and community	1	2	3	4	5

	Very Low	Low	Medium	High	Very High
G. (continued)	1	2	3	4	5
6. Publish accountability reports					
7. Project image appropriate to audience	1	2	3	4	5
8. Maintain liaison with appropriate audiences	1	2	3	4	5
9. Maintain advisory committee	1	2	3	4	5
10. Solicit time on radio/TV	1	2	3	4	5
11. Develop and publish brochures/newsletters	1	2	3	4	5
12. Develop AV presentations	1	2	3	4	5
13. Write articles, promotional releases, news, etc.	1	2	3	4	5
H. ADMINISTER THE PROGRAM (for Program Directors)					
1. Design the program	1	2	3	4	5
2. Identify the formal and informal power structure(s) of the college	1	2	3	4	5
3. Function with the formal and informal power structure(s) of the college	1	2	3	4	5
4. Procure financial resources	1	2	3	4	5
5. Design the facilities	1	2	3	4	5
6. Select personnel	1	2	3	4	5
7. Recruit students	1	2	3	4	5
8. Develop program schedule	1	2	3	4	5
9. Direct staff development	1	2	3	4	5
10. Train students tutors	1	2	3	4	5
11. Manage the budget	1	2	3	4	5
12. Evaluate staff	1	2	3	4	5
13. Evaluate program	1	2	3	4	5
14. Acknowledge contributions of the staff	1	2	3	4	5

Developed by:

The Instructional ACCTion Center
 Tri-County Technical College
 P O Box 587
 Pendleton, SC 29670

COMPETENCIES FOR
DEVELOPMENTAL EDUCATION INSTRUCTOR
STUDENT EVALUATION

Name of Instructor _____

	Very Low	Low	Medium	High	Very High
A. MANIFEST PERSONAL QUALITIES					
B. USE INTERPERSONAL SKILLS	1	2	3	4	5
1. The instructor cares about me					
2. The instructor listens when I am talking about myself	1	2	3	4	5
3. The instructor thinks I will succeed in this course	1	2	3	4	5
4. The instructor believes that he or she can change things	1	2	3	4	5
5. The instructor stays calm	1	2	3	4	5
6. The instructor uses many ways to help me learn	1	2	3	4	5
7. The instructor works hard	1	2	3	4	5
8. The instructor sticks with me, even when I want to give up	1	2	3	4	5
9. The instructor likes what he or she is doing	1	2	3	4	5
10. The instructor helps me in other ways besides the classwork	1	2	3	4	5
11. The instructor is a person I feel I know	1	2	3	4	5
12. I can understand what the instructor says	1	2	3	4	5
13. It is easy for me to talk to the instructor	1	2	3	4	5
14. The instructor likes to see me accomplish things on my own	1	2	3	4	5
C. STRUCTURE AND SEQUENCE SKILLS/ CONCEPTS OF SUBJECT AREA					
1. The instructor makes it easier for me to understand what steps are involved in learning material	1	2	3	4	5
2. The things I am learning will help me in future courses and in future jobs	1	2	3	4	5
3. The things I am learning are related to other things I have learned and will learn	1	2	3	4	5
D. DESIGN THE INSTRUCTION					
1. I know what I have to accomplish to finish this course	1	2	3	4	5

	Very Low	Low	Medium	High	Very High
2. I can learn things in a variety of different ways in this course, from working with the instructor to reading materials, to viewing filmstrips or listening to cassettes	1	2	3	4	5
3. I can easily read the material I am given to read	1	2	3	4	5
4. I get information about how well I am doing on tests soon after I take them	1	2	3	4	5
5. I can get help with my work or use the materials anytime during the day or evening	1	2	3	4	5
6. I know what to do and where to find materials for this course	1	2	3	4	5
7. I feel like I am successful in what I am doing in this course	1	2	3	4	5
8. I can take over tests in which I do poorly	1	2	3	4	5
E. DELIVER THE DESIGN					
1. I am not doing the same thing everyone else is doing	1	2	3	4	5
2. I understand the purpose of each lesson	1	2	3	4	5
3. I like working in the room where this course meets	1	2	3	4	5
4. I feel comfortable with the instructors and their assistants	1	2	3	4	5
5. I sometimes work in small groups with my classmates	1	2	3	4	5
6. I understand the instructor's lectures	1	2	3	4	5
7. I understand the instructor when he or she works with me individually	1	2	3	4	5
8. I have learned how to study better in this course	1	2	3	4	5
9. I feel I can do things on my own in this course	1	2	3	4	5
10. The instructor helps me to determine what are the most important things for me to do	1	2	3	4	5
F. ASSESS STUDENT PROGRESS					
1. The tests I take test the things I am learning	1	2	3	4	5
2. The instructor tells me the good and bad points of my work	1	2	3	4	5
3. The instructor helps me decide the next courses I should take	1	2	3	4	5

G. ESTABLISH AND MAINTAIN PUBLIC RELATIONS

1. The other students I know say good things about this program
2. Most students know what help they can get in this program

Very Low	Low	Med-ium	High	Very High
1	2	3	4	5
1	2	3	4	5

Developed by:

The Instructional ACCTion Center
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COMPETENCIES FOR
DEVELOPMENTAL EDUCATION INSTRUCTORS
SELF-DEVELOPMENT PLAN

Name _____

I have reviewed my self-evaluation and other evaluations. From this information, I have pinpointed the following tasks for self-improvement during the 198_198_ year:

A. MANIFEST PERSONAL QUALITIES

Tasks

Dates/Activities

B. USE INTERPERSONAL SKILLS

Tasks

Dates/Activities

C. STRUCTURE AND SEQUENCE SKILLS/CONCEPTS OF SUBJECT AREA
Tasks

Dates/Activities

D. DESIGN THE INSTRUCTION
Tasks

Dates/Activities

E. DELIVER THE DESIGN
Tasks

Dates/Activities

F. ASSESS STUDENT PROGRESS
Tasks

Dates/Activities

G. ESTABLISH AND MAINTAIN PUBLIC RELATIONS
Tasks

Dates/Activities

H. ADMINISTER THE PROGRAM
Tasks

Dates/Activities

Approved by _____

Developed by:
The Instructional ACTION Center
Tri-County Technical College
P O Box 587
Pendleton, SC 29670

COMPETENCIES FOR
DEVELOPMENTAL EDUCATION INSTRUCTORS
DEPARTMENTAL PLAN

Supervisor _____

The department has reviewed the self-development plans of the instructors. These plans note common tasks from which the department can plan development activities which will benefit the department as a whole.

Category _____

Task

Dates/Activities _____

Category _____

Task

Dates/Activities _____

Category _____

Task

Dates/Activities _____

Category _____

Task

Dates/Activities _____

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COMPETENCIES FOR
DEVELOPMENTAL EDUCATION INSTRUCTORS

INTERVIEW QUESTIONNAIRE
Sample Questions

A. MANIFEST PERSONAL QUALITIES

1. What are your feelings about working with students who are not yet prepared for college work?
2. Can you work with students who may have backgrounds very different from your own?
3. Do you believe such students can succeed in their work?
4. How well do you perform in stress situations?
5. Are you able to handle many activities simultaneously?
6. Do you work well with teams?

B. USE INTERPERSONAL SKILLS

1. How do you show students you are interested in them?
2. How would you resolve a conflict involving two students?
3. In what ways would you foster student independence?
4. Etc.

COMPETENCIES FOR
DEVELOPMENTAL EDUCATION INSTRUCTORS

LIST OF AVAILABLE MODULES
INSTRUCTIONAL ACTION RESOURCE CENTER

Available modules are listed for categories and tasks as noted in the competency chart. These are immediately available for loan from IAC.

A. MANIFEST PERSONAL QUALITIES

11. Adapt to Learning Styles and Environments

- Modules: 1. Cognitive Style Mapping by Patricia Gill
2. Important Differences Among Learners, VECS materials

B. USE INTERPERSONAL SKILLS

12. Foster Student Independence

- Modules: Assist Students in Developing Self-Discipline - PBTE materials

C. STRUCTURE AND SEQUENCE SKILLS/CONCEPTS OF SUBJECT AREA
None

D. DESIGN THE INSTRUCTION

1. Identify Exit Competencies

- Modules: Determine Needs and Interests of Students, PBTE materials

3. Write course objectives

- Modules: 1. Develop Student Performance Objectives, PBTE materials
2. Affective Objectives, by Gil Rainey
3. Behavioral Objectives, by Gil Rainey

4. Develop Tests for Mastery of Skills

- Modules: 1. Assess Student Performance: Knowledge, PBTE materials
2. Assess Student Performance: Attitudes, PBTE materials
3. Assess Student Performance: Skills, PBTE materials
4. Essay Testing, by Gil Rainey
5. Philosophy of Testing, by Gil Rainey
6. The Objective Test, by Gil Rainey

5. Select Teaching Strategies

- Modules: Media, Materials, and Methods, by Gil Rainey

6. Choose Effective and Relevant Materials

- Modules: Select Student Instructional Materials, PBTE materials

7. Develop Instructional Materials

- Modules: How To Prepare Audio-Tutor Tapes, by Gil Rainey
Prepare Teacher-Made Instruction Materials - PBTE materials

8. Provide a Variety of Learning Activities

- Modules: Types of Self-Paced Learning Programs, San Jose State University

E. DELIVER THE DESIGN

1. Individualize Instruction

- Modules: Individualize Instruction, PBTE materials

3. Explain Comprehensive Course Syllabus

- Modules: Course Design - Adapted from Shelby State, by Patricia Gill, IAC

4. Provide Purpose for Instructional Units/Lessons

- Modules: Develop a Unit of Instruction, PBTE materials
Develop a Lesson Plan, PBTE materials

8. Facilitate Small Group Activities

Modules: Employ Brainstorming, Buzz Group, & Question Box Techniques, PBTE materials

9. Deliver Organized Lecture

Modules: 1. Lecturing: Problems & Potentialities, Gil Rainey
2. Lecturing: Overcoming Barriers to Communication, by Gil Rainey
3. Aspects of Lecturing, IDEA
4. Preparing Lectures, San Jose State University

10. Tutor Students

Modules: Direct Students in Instructing Other Students, PBTE materials

F. ASSESS STUDENT PROGRESS

1. Select appropriate Affective and Cognitive Measurements, Both Informal and Formal

Modules: 1. Assess Student Performance: Knowledge, PBTE materials
2. Assess Student Performance: Attitudes, PBTE materials
3. Assess Student Performance: Skills, PBTE materials
4. The Objective Test, by Gil Rainey
5. Philosophy of Testing, by Gil Rainey
6. Essay Testing, by Gil Rainey
7. Developing Opinion, Interest, and Attitude Questionnaires
San Jose University
8. Constructing True-False Test Items, San Jose State University
9. Constructing Multiple-Choice Tests, San Jose State University
10. Construction of Objective Test Items, by Don Altieri
11. Preparing Examinations, IDEA
12. Constructing Matching Items, San Jose University
13. Constructing and Scoring Essay Tests, San Jose University
14. Performance Testing, San Jose University

8. Assign Grades

Modules: Determine Student Grades, PBTE materials

VI. FEEDBACK FROM USERS OF THIS HANDBOOK

This is the second edition of the handbook. In this stage of its development, your feedback is very important. If you use any of these materials, please give us your feedback. Here are some of the things we'd like to know:

1. Which forms did you use?
2. Were they useful?
3. Did you adapt any of the forms? Please share with us your adaptations.
4. What suggestions do you have for revision of this handbook?
5. What other use have you made of the competency chart?

Feedback besides answers to the above questions is also welcomed.

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